Programme Specification
Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	FdSc
1.5 FHEQ Level:	4, 5
1.6 Programme Title:	FdSc Assistant Practitioner
	FdSc Assistant Practitioner (Mental Health Assistant Practitioner)
	FdSc Assistant Practitioner (Integrated Therapies Assistant Practitioner)
	FdSc Assistant Practitioner (Emergency Department Assistant Practitioner)
	FdSc Assistant Practitioner (Physiotherapy Assistant Practitioner)
	FdSc Assistant Practitioner (Occupational Therapy Assistant Practitioner)
	FdSc Assistant Practitioner (Speech and Language Therapy Assistant Practitioner)
	FdSc Assistant Practitioner (Community Nursing Assistant Practitioner)
	FdSc Assistant Practitioner (Intensive Care Assistant Practitioner)
	FdSc Assistant Practitioner (Radiography Assistant Practitioner)
	FdSc Assistant Practitioner (Perioperative Assistant Practitioner)
	FdSc Assistant Practitioner (Podiatry Assistant Practitioner)
	FdSc Assistant Practitioner (Learning Disability Assistant Practitioner)

FdSc Assistant Practitioner (Medical Imaging Assistant Practitioner)

FdSc Assistant Practitioner (Nuclear Medicine and Radionuclide Imaging Assistant Practitioner)

FdSc Assistant Practitioner (Intermediate Care for Assistant Practitioners)

1.7 Mode and Duration of Study:	Full Time – 2 Years
1.8 School:	Health & Wellbeing
1.9 HECoS Code:	100476
1.10 Collaborative Provision Arrangement:	N/A
1.11 UCAS Code(s):	FAP1
1.12 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). All applicants will need Level 2 Maths & English or equivalent for entry to the programme. International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
1.13 Accrediting Professional Body/PSRB:	N/A
1.14 QAA Subject Benchmarking Group(s):	Health Studies (2024)
1.15 Other External Points of Reference:	IfATE: ST0215 Healthcare Assistant Practitioner Standard Skills for Health: Core Standards for the Assistant Practitioner QAA Foundation Degree Characteristic Statement (2020) The Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales, and Northern Ireland (FHEQ) QAA Higher Education Credit Framework for England: Advice on Academic Credit Arrangements (2021)
1.16 Language of Study (for learning, teaching and assessment):	English
1.17 Work-Based Learning Arrangements:	The Assistant Practitioner student will be placed in a particular organisation in a specific setting. The student remains supernumerary in practice and must complete 1500 practice

	learning hours over the duration of the programme.
1.18 Foundation Degree Progression Routes:	N/A
1.19 Arrangements for Distance Learning:	N/A
1.20 Original Date of Production:	March 2022
1.21 Date of Commencement:	September 2023
1.22 Review Date:	By December 2028

2. Programme Outline

The FdSc Assistant Practitioner is intended to prepare students to become independent practitioners specialising in their specialist chosen pathway.

The programme has been designed in collaboration with employers, combining study that is university based alongside learning in the workplace. Work-based learning is adopted throughout the programme to ensure that a seamless connection is made by the students about how new knowledge attained from the programme can be utilised into their practice.

Assistant Practitioners (APs) are highly trained and work as part of the wider health and social care team and have direct contact with patients, service users or clients providing high quality and compassionate care. The curriculum has been designed to align to the Skills for Health, Core Standards for the Assistant Practitioner.

Across the two years of the programme students will be required to undertake a clinical placement, these placements will be aligned to their specialist optional modules to enable the development of core and specialist clinical competencies. These competencies will reflect the specific of their role and be developed in consultation with employers.

2.1 Integrating Sustainability into the Curriculum

The programme team are responsible for embedding sustainability into the curriculum by considering the future impact of the lives of all students who pass through the programme. For example, we will reduce our impact on the environment through the use of e-learning, e-submission and e-books. We will promote student wellbeing and develop resilience, in the self and others. We implement this through adherence to the broad term of sustainability which outlines respect for human rights, equality, social and economic justice, intergenerational responsibilities and cultural diversity. The programme team works hard to develop and maintain strong regional partnerships with placement providers and the team also works alongside other university-wide agendas such as employability to embed these concepts more widely.

Higher Education is recognised as an important ground for application of sustainability skills. The team use a range of pedagogical approaches to bring these elements into the learning environment: real-world case studies, data-based learning and project-based learning are used to develop systemic thinking and analysis.

There is an emphasis on participatory learning through peer and group learning opportunities. Experiential learning is fundamental to clinical placement learning. Simulations, role play, and case-based learning develop creative thinking for future scenarios.

3. Distinctive Features

The programme will reflect a range of specialist health and social care roles, designed in partnership with local employers and will reflect the multidisciplinary nature of today's integrated healthcare system.

The programme team will represent a range of qualified, research-active professionals with extensive experience of working within the health and/or social care sector. In recognition of the importance and significant contribution that service users, carers and their families can bring to learning, their involvement is embedded throughout the curriculum, from recruitment, contributing to teaching through to advising on assessment strategies. This ensures that students gain an insight into and responding to the patient voice but most importantly they gain an understanding of the impact care has on individual groups.

Assessments across the programme reflect the skills aligned to specific roles and employment opportunities. Enhanced practice learning days rooted in clinical practice, provide opportunities to consolidate learning, provide opportunity for reflection, complete project activities and inter-professional learning opportunities and seek additional support as necessary to promote inclusive learning in the practice setting.

The programme will have a key focus on Practice Learning which reflects the required skills of an Assistant Practitioner within their specialist setting. This is further embedded in real time, live ward and staged setting scenarios incorporating fully immersive simulation, offering knowledge exchange through interprofessional learning opportunities and debrief and mentorship from individual members of the 'people who use services' implementation group. This universal design for learning will benefit from cross-pollination of knowledge, skill and experience and ultimately, offer the opportunity for interdisciplinary dialogue as a means to building emancipatory pedagogies that attend to intersecting markers of difference which includes ability and gender, but also individual professional role and scope of practice.

Students are able to access staged environments in the same fashion, which incorporates primary, social and community settings, which has been designed in consultation with valued employer and practice learning partners. All the simulation settings, including the ward with a intensive care bay, are equipped with SimCapture which enables detailed debriefing, assessment and review of both simple and complex scenarios.

Students are taught alongside apprentices in order to further enhance the potential to cross-pollinate ideas and harness the role of the Assistant Practitioners as 'knowledge brokers' in increasingly integrated health and social care systems. These opportunities embrace collaboration and learning in practice, for student learning and deeper partnerships across health and social care settings to enable students to gain a deeper insight into the context and complexity of people who use services and their families' lives.

The programme integrates higher education academic study alongside placement practice-based learning, underpinned by a strong collaboration between the university, people who use services, their families and carers (experts by experience) and practice partners. This will develop and nurture a compassionate, proficient, confident, and digitally abled assistant practitioner, who will adopt a biopsychosocial, person- centred approach, working autonomously and accountably, in preparation for future leadership and highly specialist roles within the integrated care system.

The Assistant Practitioner programme will produce graduates who are able to demonstrate a high level of critical thinking, problem-solving skills and reflexivity, underpinned by research and evidence-based clinical knowledge and practice, in their specified area clinical expertise and service provision. They will be well rehearsed in working collaboratively with a wider healthcare team in the leading, coordinating and delivery of care with reference to the digital technological, ethical, political, social, and clinical governance agendas. This is a challenging and inspiring programme and will be delivered using a student-centred approach to learning, teaching and assessment.

The design of the curriculum uses two progressive knowledge, skill and behaviour streams, embraces and promotes intra and inter-professional education and practice, across diverse settings within the developing integrated care system. The curriculum includes generic and field specific learning and teaching in both parts of the programme. This supports students from all fields to be taught and learn together, allowing them to benefit from their individual experiences, to share insights and to offer competing perspectives. Inter-professional learning features within and outside theoretical learning, primarily occurring in the practice settings. Consequently, students will demonstrate their awareness of, and competence in, working within the multi- disciplinary teams within the required practice proficiencies. This innovative curriculum reflects the university's core values of creating a learning environment that is inclusive, challenging and promotes collaboration, professionalism, and confidence in students.

The Assistant Practitioner programme creates a related sequence of opportunities for the integration of theory and practice, so that students steadily build up their abilities and confidence. The programme enables the students to make conceptual connections between apparently disparate elements of their wider programme, developing a clear picture, of their overall learning journey, supporting them to analyse their personal progress and future goals.

The single practice-based learning module set within each stage of study, stretches from the beginning to end of the year of study, running alongside other core, optional and elective modules. The practice-based modules include a sequence of assessment points that collectively anchor core learning and the development of skills needed for the application of evidence-based practice. By creating a practice-based learning core assessment strategy that builds from phase to phase, students are explicitly challenged to build their own connected learning narrative, foregrounding the principles and practices, building on the core conceptual theme of ethical practice, acting as a vehicle to enable students to make connections between the broader spectrum of topics that make up the whole programme.

There are distinct named pathways within the programme which enable practice learning partners to distinguish the individual's scope of practice and specialism, offering them the opportunity to design and apply competency at an individual service level and furthermore to scope the individual's practice. This supports with future identification in terms of employability. The Practice Assessment Document permits five additional competencies for each of the domains at level 4, ensuring that students can not only contextualise the theory component of the programme into practice, but can also directly apply this to their intended individual scope of practice from the commencement of the programme. This is mimicked at level 5, including the competency associated with each of the three elective modules. Further opportunity, to flex the individual student's scope of practice are reflected in the specialist modules, where the service area will offer a full competency package associated with the specialism, to ensure that students are proficient operationally competent and most importantly, graduate ready, on completion of the programme.

The option modules are designed to offer the student the opportunity for recognition with the relevant professional body or society. In light that the role is currently not registered or regulated, and the individual title is not protected, offering the recognition and accreditation from the individual society adds high value to the programme for the student, practice learning partners and the future employer. This also provides universities offering onward progression routes with the confidence of the quality of the students' programme and more so their learning journey.

Students are prepared and supported to make their employment choice in collaboration with Placement Partners. The placement journey incorporates two, fifteen-week blocks, which enables the students to experience the individual field of practice across the various settings within the integrated care system. This further equips the student in terms of employability, in that they will be able to make an informed choice relative to the rich experience they will have obtained in following the individual patient journey.

4. Programme Aims
The aims of the programme are to:
- Develop students with a range of both generic and profession specific skills and techniques, personal qualities and attributes essential for successful performance in the delivery of person-centred care as an Assistant Practitioner within their individual specialist field of practice.
- Equip students with practical skills and underpinning theoretical knowledge and values necessary for working in an effective and informed way with adults and children across all settings within the integrated care systems and partnerships.
- Develop a range of transferable skills, knowledge, and competencies as a basis for future studies and career development.
- Provide a flexible and responsive curriculum to meet the changing context and dynamic landscape within the integrated care system and partnerships in order to provide compassionate, holistic, person-centred care.
- Prepare Assistant Practitioners to promote and work within an inter-agency and multi-disciplinary team approach to health and social care.

5. Programme Learning Outcomes

Knowledge & understanding:
By the end of the programme students should be able to demonstrate:
1. An understanding of wide-ranging areas of knowledge, recognising well-established principles and processes associated with, and which underpin the individual area of professional practice and aligned to the Assistant Practitioner's Scope of Practice.
2. Recognition of the main methods of enquiry relative to health and social care philosophy and policy, and its translation into ethical and evidenced based practice.
3. The ability to identify and apply relevant principles and concepts of the structure and function of the human body, together with a knowledge of normal physiology as well as dysfunction and pathology in ill health and disease.
4. Analysis and evaluation of the multidisciplinary nature of health, care, and social policy, with a key understanding of its influence on both the policy drivers and workforce agenda, on a local, national and international level.

Intellectual skills:

By the end of the programme students should be able to demonstrate:

5. An ability to apply a range of relevant theoretical frameworks and approaches in order to address a range of issues across the health and care sector.
6. The ability to collect, interpret and synthesise data and information to inform a choice of solutions to problems in both familiar and unfamiliar contexts, relevant to the individual area of professional practice.
7. Analysis and evaluation of the reliability and validity of appropriate evidence and knowledge, associated with professional and clinical judgment in relation to ethical and moral dilemmas that arise within key contemporary health and social care opportunities and challenges.
8. An understanding of the limits of their knowledge, and how this influences analyses and interpretations of clinical data.

Practical skills:

By the end of the programme students should be able to demonstrate:

9. The promotion of holistic person-centred, high quality, safe care and the individual role and responsibility associated with duty of care and safeguarding of individuals.
10. The application of the underlying concepts and principles of leadership skills within the scope of the Assistant Practitioner role to effectively manage individual case load, apply appropriate delegation skills, and to promote interagency and multidisciplinary team working.
11. Personal responsibility to develop self-awareness through reflection and performance required within the individual scope of practice, in accordance with organisational governance and the key attributes, values and behaviours of an Assistant Practitioner.
12. The ability to effectively communicate complex, sensitive information to a wide variety of audiences through a range of communication strategies whilst upholding confidentiality and accurate record keeping.

Transferable / key skills:

By the end of the programme students should be able to demonstrate:

13. A range of principles, theories and concepts related to leading and developing a team, the fundamentals of teamwork, and the importance of collaboration in both inter, multi-disciplinary and interagency working.
14. Responsibility for the evaluation of their own skills and capabilities required to promote the transition to a reflexive practitioner in alignment with the key attributes, values and behaviours of an Assistant Practitioner.
15. The ability to operate in a practical context requiring the application of the qualities and transferable skills that are necessary for employment, demonstrating a high level of autonomy underpinned through strong professional values, personal responsibility and accountability.
16. Continued personal and professional learning and development aligned to the Assistant Practitioner's Scope of Practice and within their individual specialist field of practice.
17. The ability to organise and communicate specialist and inter-related information evidencing appropriate proficiency in English language, using selected criteria, to audiences in complex contexts.

6. Learning and Teaching Methods

The programme aligns to the Plymouth Marjon University Learning and Teaching Strategy with the overall vision "to inspire creative and engaging learning environments, to embrace the holistic development of those within the University community and to deliver an authenticity of experience to empower self-realisation". The University values are at the heart of all learning and teaching:

The key principles which underpin the strategy include:

a) Holistic and pedagogical approaches
b) Flexible and engaging learning environments
c) Personal and career development
d) Creative learning communities
e) Authentic curriculum and assessment design

The programme team are committed to providing a stimulating and engaging learning experience using innovative, evidence-informed, professional, and practice-based learning employing contemporary learning tools and sophisticated interactive digital technologies. At Plymouth Marjon University we acknowledge the collaborative nature of learning and the importance of those involved in the learning experience as co-creators and co-producers of knowledge. Plymouth Marjon University learning environments are well resourced and actively support collaborative learning experiences through teamwork and activity-based learning. This is enhanced through fluidity between learning environments, including the physical classroom; online learning via the internet and complementary e-Learning. In addition to this, students will engage in learning experiences pivotal to their programme and future role as an Assistant Practitioner. This will be achieved by the student taking on the role of the Assistant Practitioner to assess, plan, implement and evaluate care for 'virtual patients' using high fidelity, interactive digital simulation. Virtual patients can expose learners to simulated clinical experiences, providing mechanisms for information gathering and clinical decision making in a safe environment (Eysenbach and Marusic, 2019). Simulated based learning integrates the complexities of practical and theoretical learning through repetition, feedback, evaluation, and reflection and creates a space where learners and teachers can discuss and reflect on dilemmas and situations experienced in simulated or clinical practice (Bland et al, 2011). Importantly, this approach encourages the development of critical thinking and clinical reasoning skills which enables practitioners to manage uncertainties in clinical practice and contribute to safe and effective care across a range of settings (Stenseth et al, 2022). The Clinical Education and programme team will work collaboratively with students and practice partners to develop a supportive practice environment where students work with a range of professionals who act as role models and coaches, and, with them, jointly solve problems. This enables the student to extend their knowledge (Rogoff, 1995).

Lectures will be complemented by small and large group discussions and debates, various forms of group work, as well as independent project work. Self-directed distance learning will be guided by tutor-stimulated discussion based on clinically rich case scenarios. Students will have a reflective practice portfolio to help consider how learning on the course can be translated into everyday work and practice. The practical element of the programme will utilise a combination of both work and practice-based learning, as well as utilising simulated and clinical practice to enhance students' understanding.

The programme places assessment at the heart of learning by using clinical scenarios to facilitate problem-solving, critical analysis and evidence-based care. The scenarios act as both the focus for

learning and assessment, embedding assessment within the learning process. The programme will encompass a combination of oral and written modes which will be used to assess students' progress throughout the programme of study.

Digital Literacy: The design of the programme and use of multiple digital platforms and technologies, supports the NHS A Health and Care Digital Capabilities Framework (2018) which defines digital literacy as "the capabilities that fit someone for living, learning, working, participating and thriving in a digital society" (HEE, 2017). This is integrated across all modules and in practice placements and students are supported to develop these skills. Upon entry to the programme, students will complete a diagnostic assessment in Digital Literacy to identify their current level of proficiency and to ascertain if further support is required. This is provided by the Digital Literacy skills are fundamental to academic success and future use of technology and impacts on ability to perform electronic documentation, to communicate, collaborate and search for information to support evidence-based practice (Harerimana, 2022).
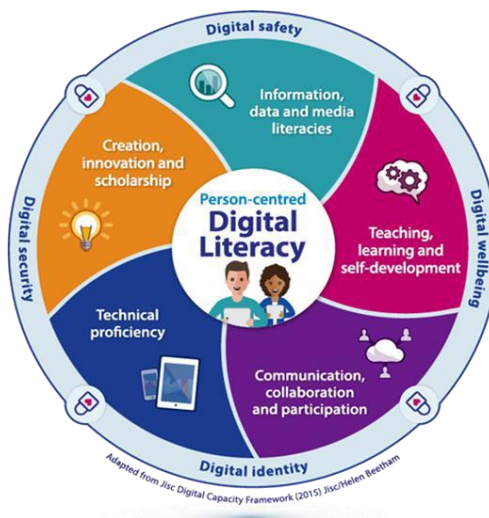
The Digital Capacity Framework (Beetham 2015)

Literacy: The design of the programme supports continual development of literacy skills through listening, reading, speaking and writing skills and underpins the development of effective communication and relationship management skills. Students will complete diagnostic assessment on entry to the programme to ascertain current level of working and if additional help is required. Students will be encouraged to submit drafts and respond to feedback to continually improve academic work, and will develop additional literacy skills through a range of activities and assessments, including group / teamwork and presentations.

Numeracy: The design of the programme supports continual development of numeracy skills through developing mathematic proficiency, understanding the number system and reviewing various units of measurement as well as collecting, presenting and interpreting data. Students will complete diagnostic assessment on entry to the programme to ascertain current level of working and if additional help is required. Students will engage in practical sessions included within each module to develop awareness of the use of numeracy in healthcare practice and its significance, developing confidence and competence in preparation for their Drug Calculation assessment.

Technology Skills: Students will have the opportunity to develop their technology skills both in clinical practice and also through simulated learning using patient monitoring equipment and will develop their knowledge of patient safety and accountability when using medical devices and

professional responsibility to develop competence through appropriate education and training. Students will be able to handle equipment and learn to apply correctly and engage in professional discussions around interpreting clinical data and when to escalate in the event of a deteriorating patient.

Interprofessional Learning: The programme aligns to the Plymouth Marjon University Interprofessional Learning Strategy 2022-2025 with the aim of developing a "gold standard for the delivery of effective interprofessional learning to prepare a healthcare workforce that is able to work collaboratively across professional boundaries; to provide sustainable, patient centred healthcare; and to address the needs of local, national, international and global health challenges". Thus, the programme is designed to support the development of underpinning knowledge, skills and professional attributes to equip and prepare Assistant Practitioners to effectively contribute to integrated care. This will be achieved through development of three main competencies consistent with The Framework for Action on Interprofessional Education and Collaborative Practice developed by the World Health Organisation (WHO, 2010) which include:

1. Exposure
2. Immersion
3. Competence

Exposure Level: This is where students are introduced to the principles of interprofessional and collaborative practice during their first module, ASTC01 Foundations of Professional Practice where they will learn about the importance of the integrated team to promote truly holistic, safe and effective, high-quality, person-centred care. Students from across the School of Health and Wellbeing will introduce Assistant Practitioners to their future professional roles and their purpose and function within the integrated team, and vice versa. This will provide all learners with the opportunity to explore each other's roles, to ask questions and to start developing relationships with peers and future colleagues.

Immersion: Following introduction to practitioner roles within the interprofessional team, students will continue to develop their knowledge through practical activities which will include learning across platforms, and include exploration, reflection and discussion. Students will be encouraged to refer to their experiences in clinical practice and to share these with their peers, exploring what has gone well and why and also recognizing the challenges within contemporary healthcare and how these might be addressed. These activities will enable students to develop effective communication skills, essential to teamwork and person-centred, safe care, whilst deepening their understanding of each other's contribution.

Competency: This is where learning is consolidated and is a continual process within clinical practice and placements. To develop competence, Assistant Practitioner students will be required to schedule 'Spoke' placements with other professionals within their team whilst on Practice Placement and will include reflections on their learning which will be recorded in their Professional Practice Portfolio. They will also be required to receive feedback to show where they have 'shadowed' and worked alongside professional colleagues and through professional discussions, will be encouraged to explore implications for their own practice.

Schwarz Rounds: To further promote and embed interprofessional learning, the programme team will implement Schwartz Rounds where possible which provide a structured space for learners to come together to discuss the emotional aspects of their work and which can support their capacity to deliver compassionate care in challenging times. The Rounds enable learners to have greater

insight, compassion for and appreciation of the roles and work of other healthcare professionals, making an important contribution to interprofessional learning through increased awareness of other healthcare professions' roles and the importance of working as a team. Schwartz Rounds can also contribute to the development of learners as global citizens and help to prepare them for clinical practice. Anecdotal evidence suggests that attending Rounds as a learner promotes a career-long approach to professional life that includes reflection on and processing of the emotional impact of work in health and care.

The Point of Care Foundation provides training for university staff and once completed, learners from the School of Health and Wellbeing, will be able to attend to hear experiences of practice incidents or episodes of care from a panel of usually 3-4 learners and/or staff, share reflections and give feedback. Two trained facilitators will co-ordinate the Round and refreshments will be provided prior to its start, to encourage engagement and participation.

The approach to teaching and learning on the programme is activity based using a variety of teaching and learning strategies for maximum engagement through inclusive and supportive environments which accommodate different learning styles and prior experiences, these comprise a structured teaching programme within which a variety of teaching methods will be used including:

Method	Description
Blended Learning	Blended learning integrates technology and digital media online learning with traditional lecturer-led classroom activities, giving learner more flexibility to customise their learning experiences.
Clinical Simulation	This will include small groups of learners in the clinical simulation suite with lecturer/practitioners to develop new clinical knowledge and practical skills in relation to the assessment, planning, implementing and evaluating of nursing care using technical high-fidelity 'virtual patients' across a range of healthcare settings.
Coaching and Mentoring	This is particularly relevant in simulated learning where students will be coached to apply their new clinical knowledge and practical skills to assessing, planning, implementing and evaluating nursing care of 'virtual patients' with qualified members of the programme team and colleagues from clinical practice mentoring throughout the process.
E-learning	Computer and network enabled transfer of skills and knowledge, using electronic applications and processes to learn.
Guest Speaker	Using specialists from the field or representatives from the People who use services group to present to learners.
Guided Independent Learning and Reading	Learners take responsibility for their own learning and study independently without the direct supervision of their lecturer. Learners may plan and prepare for scheduled lectures/seminars/clinical simulation and / or assignments. Independent learning may include activities such as researching, reading, reviewing and organising lecture notes, writing drafts, going to the library for support or accessing online resources.
Interprofessional Learning	Interprofessional education and learning refers to occasions when learners from two or more professions in health and social care learn together during all or part of their professional training with the object of cultivating collaborative practice for providing person-centred healthcare.
Lecture	Subject introduced and delivered by the lecturer/practitioner in a specific time which transmits information.
Online Resources	Include the University learning platform such as CANVAS where resources and materials relevant to the programme and individual modules, are stored and made available to students during the programme. Students will also have access to a range of additional Online resources for the purposes of completing relevant eLearning. This may include eLearning for Healthcare modules provided by Health Education England (HEE); ClinicalSkills.net; Elsevier Clinical Skills and others.

Peer Learning	Peer learning is the process of students learning with and from each other. This is usually facilitated through teaching and learning activities such as learner –led workshops, study groups, peer-to-peer learning partnerships, group work and simulated clinical practice.
Personal & Professional Development Planning	Students take part in activities that contribute towards the creation of a personal and professional action plan to achieve stated personal and career related objectives.
Practice Based Learning	Practice-based learning is a term used to describe learning undertaken while on placement. It's where nursing and health profession learners apply the knowledge and skills they've learnt during their studies, giving them the real-world experience, they need to be safe and effective practitioners.
Seminar	These are an opportunity for learners to have a non-lecturer/practitioner led session, where they may analyse data in detail and discuss it in groups or may work on a topic with a view to giving a short presentation on a topic, adding detail to a lecture, or reporting back on some data collection tasks, for example.
Service-User and Carer Perspectives	When an individual who accesses a specific service discusses their personal experience of the service provided to learners to help them understand the impact of healthcare issues and their management and treatments, as well as actions experienced as part of this, including positive and negative experiences, with the aim of improving future professional practice.
Tutorials	One-to-one teaching (student to lecturer/Practice Educator) usually for counselling purposes based on the student's work. This includes VLE (Virtual Learning Environment) based exercises and other software.
Workshops	A training workshop is a type of interactive training where participants carry out several training activities rather than passively listen to a lecture or presentation. Broadly, two types of workshops exist: a general workshop is put on for a mixed audience, and a closed workshop is tailored towards meeting the training needs of a specific group.

6.1 Learning Enhancement

Learning for Future Study and Employment: We will engage our students in learning activities and experiences that reflect and replicate how they will work and collaborate in the health, care and nursing professions they are preparing for. As a student progresses through the programme, they will engage in activities that will help them to further transition into both the working environment and future programme of study.

Learner Choice and Personalisation: Students will be engaged in helping to shape and create their learning through choice and negotiation relating to the individual and collaborative

activities that they undertake. This extends to what students focus on and produce for part of their assessed work, in their argumentative essay submission.

Provision of a Connected Learning Experience: We will create opportunities within the programme for students to engage and learn with peers inside and across the professional community to which they belong or will come to join.

Evidence Based Practice: Our approaches to learning, teaching and assessment will be informed by existing scholarship and research relating to both effective educational and clinical practice, through feedback received from our students and clinical programme leads and evidence relating to their engagement and success.

Assessment and Feedback for Learning: Assessment practice will be rich and varied and place an emphasis on students undertaking an assessment that presents relevant learning opportunities as well as supports entry on to future study programmes. Formative assessment and feedback allow students to reflect upon and refine their work, with feed forward opportunities supporting students in making decisions in how they progress within their future studies.

Active and Creative Use of Technology: Active and creative use of technology will be embedded throughout learning and teaching to support active individual and collaborative learning, including allowing students to have meaningful and connected learning experiences regardless of their location or how their curriculum is delivered. This will incorporate co-creative approaches to learning within which students use technology to create and share digital resources, and to develop their digital literacies.

Supporting Professional Development in Learning: We will provide a range of opportunities for our students to engage in relevant professional development activities that are focused on enhancing and sharing effective learning, in addition, clinical facilitators who engage in teaching practice, are directly supported to enhance student learning.

6.2 e-Learning

In 2017, Health Education England (HEE) published their Digital Capacity Framework stating the importance of developing a technology competent workforce to improve care. The programme team recognise the increasing contribution that digital resources make to the learning experiences of learners. The team utilises the virtual learning environment to provide access to resources, discussion groups and other learning materials, such as audio files, learning objects, lecture capture, and performance analysis technology. The team utilise digital technology to support student development and to ensure they engage with digital technologies within modules across the two years of the programme. Students will have open access to extensive computer facilities within the University to support their studies.

To further support the development of digital literacy and technological competence, a blended learning approach uses a range of platforms including Canvas, flipped classroom and e-learning packages including Elsevier's A&P Connect, Laerdals vSim/ Simtics SimTutor and an electronic workbook (InPlace/ARC Technology). Regular practice using Safe-medicate/Sn@p AE, will develop self-confidence in applying healthcare numeracy skills to clinical assessment and competence in drug calculations for safe administration of medicines. To further develop knowledge and skills in medicines management and other essential skills, students have access to clinicalskills.net. Canvas is used for all modules for directed and e-learning activities

including links to the 'e-Learning for health' hub provided by Health Education England (HEE) which is an e-learning platform for healthcare practitioners with over 450 programmes and includes preventing falls in hospital and cultural competence.

7. Modes of Assessment

The Plymouth Marjon University's Learning, Teaching and Experience strategy have a commitment to ensure that efficiency and effectiveness of assessments are maximised, and all assessments are fit for purpose, in accordance with the University's Student Regulations Framework.

Student progress will be tracked and reviewed through different modes of assessment. The assessments will enable the strengths, weakness and learning needs of students being identified.

A variety of assessments will be used throughout the programme including different types of coursework, examination, practical examination, oral presentation, and poster presentation. Formative assessments will be included within each module.

Method	Description
Academic Poster	This form of presentation using visual cues to highlight important findings and key discussion points. A poster presentation is 'as an experiential learning activity that stimulates curiosity and interest, encourages exploration and integration of concepts and provides learners with a novel way of demonstrating understanding' (Handron, 1994, in Bracher, Cantrell & Wilkie 1998).
Case Study	An analysis of a real-life example within health and social care related to the role of the Assistant Practice.
Electronic Ongoing Achievement Record (eOAR)	The Ongoing Achievement Record (OAR) summarises the students' achievements in each placement, and in conjunction with the electronic Practice Assessment Document (ePAD), provides a comprehensive record of professional development and performance in practice.
ePractice Assessment Document (ePAD)	A document that includes specific competencies to be achieved during Year 1 and Year 2 when in clinical practice and includes Episodes of Care which are formally assessed by the Practice Assessor.
Essay	A written response to a question based on synthesis and analysis.
In-Class Test	Usually takes the form of essay questions, but also other forms, such as multiple-choice questions, short answer questions, and medication calculations or any combination, which are taken under examination conditions.
Numeracy and Drug Calculation Skills In-Class Test	Short answer questions and numeracy problems relevant to healthcare numeracy and medication calculations, which are taken under examination conditions
Observation in Practice	This is a planned, timed and formal observation by the assessor of the learner providing an episode of care within their area of clinical / social care practice and then feeding the observations back to the staff. This is generally followed by a professional discussion.
Practice Assessment Portfolio	A document that contains all the paperwork that will be used by students and their practice supervisors and assessors when they are in practice and the feedback and assessments that they gain from each placement will help them to develop their professional practice. Portfolio of Evidence to include the Ongoing Achievement Record and reflections.
Presentation	Presentation of data/information/critical analysis in a visual or verbal format to include brief verbal delivery and defence of questions posed on the topic. Assesses knowledge of selected topic and communication skills.

Professional Discussion	Professional discussion is a planned, in-depth, two-way exploratory conversation between the assessor and learner following an episode of care and / or planned observation in clinical practice. Through discussion, the assessor is able to ascertain the level of the learner's understanding and knowledge and how they embed this in their practice.
Reflective Journal	A weekly reflective journal which is aligned to a cycle or model of reflection and follows a specified framework. Regular formative feedback supports the transition from reflective to reflexive practitioner.
Research Project Proposal with Rationale	A research project will require learners to select a topic through analysis and synthesis of knowledge and literature. Learners will propose a way to answer a research question.

8. Exemptions to University Regulations

- All assessment tasks of each module must be passed in order to pass the module.
- Students are not permitted to trail failed or deferred work, into the next stage.
- A student with Extenuating Circumstances will be allowed to re-sit one assessment following the re-sit board and before the Semester C board, for one module only, subject to passing all other elements of assessment across the stage of the programme.
- There is non-alignment to the university anonymous marking regulation for presentations, practice assessment documentation, and practical and placement work.

9. Work-Based Learning/Placement Learning

This professional programme includes work-based learning and allocation of practice placements within a specialist pathway which will be explored at interview and prior to the admissions process. Prospective students will have the opportunity to meet with other students and with the service level area to gain a deeper understanding of the role within the specified field. Students will experience 2 x 17 week placements per academic year of study within this specialism and related clinical areas. Placements will be managed by the University Clinical Education Placement Team in partnership with local healthcare providers. Placements will enable students to apply and develop their clinical knowledge, practical skills and professional behaviours required to fulfil their future professional role as Assistant Practitioner within a specific area of clinical practice.

Students wishing to transfer to an alternative specialist pathway will need to discuss this with their Personal Development Tutor and Programme Lead prior to or upon completion of Year / Stage 1, Level 4 studies. Availability to transfer between pathways is also dependent upon practice learning partner availability. Students will only be recommended to transfer intra-pathway (i.e within Nursing or Allied Health) and not inter-pathway (i.e from Nursing to Allied Health)

The programme integrates academic and work-based learning through collaboration between Practice and Employer Learning Partners and Marjon. Work-based learning recognises and values everyday experiences within the workplace as having the potential to learn through activity. As the learner progresses throughout the programme, they will become involved in new experiences and develop new knowledge and skills in order to become an effective, competent Assistant Practitioner.

Work-based learning is recognised as a significant element of professional development and

lifelong learning, (Gray 2001) and includes:

- Learning at work
- Learning through work
- Learning for work

It is this learning which is recognised, assessed and accredited from work at higher education level and so extends opportunities to adults who may not have engaged with further study.
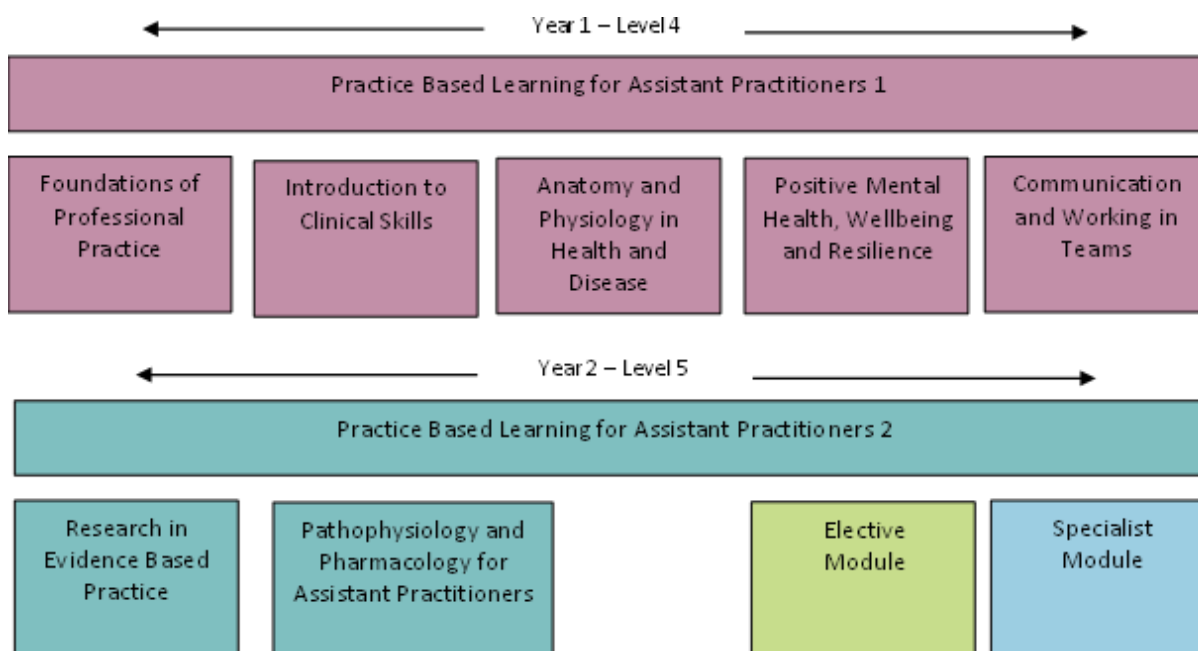
Assistant Practitioner students will attend the University for 2 days per week, in addition to 3 days per week in placement, equivalent to 22.5 hours. Practice based learning equates to 1500 clinical hours over 2 years or 750 hours per year. This may include up to 100 hours achieved through simulation and eLearning. Students will undertake 120 credits in each year of the programme, in order to achieve the Foundation Degree: Assistant Practitioner award.

The Assistant Practitioner student will be based in a particular organisation in a specific setting. The student holds supernumerary status whilst on placement. Students must achieve 1500 practice learning hours across the duration of the programme.

10. Programme Structure

Year 1 includes six 20 credit modules at Level 4 and Year 2 includes five 20 credit modules at Level 5. Students must complete 120 credits at each level. All students will be provided with the University regulations and any specific additions required for accreditation or membership by the professional regulator/body. This specifically applies to those students who are intending to progress onto pre-registration and pre-qualifying programmes where the role is regulated and/or registered with a professional, statutory and regulatory body such as the Nursing and Midwifery Council (NMC) or the Health and Care Professions Council (HCPC), and in particular where there is a protected title. Students who exit the programme at the end of year 1 and who have successfully completed 120 credits at level 4 are eligible for the award of Certificate of Higher Education.

All core modules will be aligned to the student's individual practice-based learning environment. Decisions on specialist module will be discussed and agreed with the students practice-based learning supervisor. Students will select one elective module. Please note elective and specialist modules are dependent on demand and placement availability and may not run every year.

Year 1 – Level 4

Practice Based Learning for Assistant Practitioners 1

| Foundations of Professional Practice | Introduction to Clinical Skills | Anatomy and Physiology in Health and Disease | Positive Mental Health, Wellbeing and Resilience | Communication and Working in Teams |

Year 2 – Level 5

Practice Based Learning for Assistant Practitioners 2

| Research in Evidence Based Practice | Pathophysiology and Pharmacology for Assistant Practitioners | | Elective Module | Specialist Module |

Level 4

Module Code	Module Title	Credits	Assessment	Delivery Sequence	Compulsory/ Optional	Condonable / Non-Condonable
ASTC01	Foundations of Professional Practice	20	Coursework 70% Practical 30%	1	Compulsory	Non-Condonable
ASTC02	Introduction to Clinical Skills	20	Coursework 100%	2	Compulsory	Non-Condonable
ASTC03	Applied Anatomy and Physiology in Health and Disease	20	Exam 100%	3	Compulsory	Non-Condonable
ASTC04	Practice Based Learning for Assistant Practitioners 1	20	Coursework 100%	X	Compulsory	Non-Condonable
ASTC05	Positive Mental Health, Wellbeing and Resilience	20	Coursework 50% Practical 50%	4	Compulsory	Non-Condonable
ASTC06	Communication and Working in Teams	20	Coursework 100%	5	Compulsory	Non-Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory / Optional	Non / Condonable
ASTD02	Pathophysiology and Pharmacology for Assistant Practitioners	20	Exam Pass/Fail Coursework 100%	1	Compulsory	Non-Condonable
ASTD03	Research in Evidence Based Practice	20	Coursework 100%	2	Compulsory	Non-Condonable
ASTD01	Practice Based Learning for Assistant Practitioners 2	40	Practical 100%	X	Compulsory	Non-Condonable
ASTD04	Long term Conditions: Care and Management for the Assistant Practitioner	20	Coursework 100%	3	Optional	Non-Condonable
ASTD05	Acute and Critical Illness: Foundations for Practice for the Assistant Practitioner	20	Coursework 100%	3	Optional	Non-Condonable
ASTD06	Foundations of Mental Health Practice for the Assistant Practitioner	20	Coursework 100%	3	Optional	Non-Condonable
ASTD07	Integrated Therapies Assistant Practitioner	20	Coursework 40% Practical 60%	4	Core	Non-Condonable
ASTD08	Emergency Department Assistant Practitioner	20	Coursework 40% Practical 60%	4	Core	Non-Condonable
ASTD09	Physiotherapy Assistant Practitioner	20	Coursework 40% Practical 60%	4	Core	Non-Condonable
ASTD10	Occupational Therapy	20	Coursework 40% Practical 60%	4	Core	Non-Condonable

	Assistant Practitioner					
ASTD11	Speech and Language Therapy Assistant Practitioner	20	Coursework 40% Practical 60%	4	Core	Non-Condonable
ASTD12	Community Nursing Assistant Practitioner	20	Coursework 40% Practical 60%	4	Core	Non-Condonable
ASTD14	Critical Care Assistant Practitioner	20	Coursework 40% Practical 60%	4	Core	Non-Condonable
ASTD16	Radiography Assistant Practitioner	20	Coursework 40% Practical 60%	4	Core	Non-Condonable
ASTD17	Perioperative Assistant Practitioner	20	Coursework 40% Practical 60%	4	Core	Non-Condonable
ASTD19	Podiatry Assistant Practitioner	20	Coursework 40% Practical 60%	5	Core	Non-Condonable
ASTD20	Learning Disability Assistant Practitioner	20	Coursework 40% Practical 60%	4	Core	Non-Condonable
ASTD22	Medical Imaging Assistant Practitioner	20	Coursework 40% Practical 60%	4	Core	Non-Condonable
ASTD23	Nuclear Medicine and Radionuclide Imaging	20	Coursework 40% Practical 60%	4	Core	Non-Condonable

	Assistant Practitioner					
ASTD25	Specialist Skills for Professional Practice for the Assistant Practitioner	20	Coursework 40% Practical 60%	4	Core	Non-Condonable
ASTD26	Enhanced Mental Health Practice for the Assistant Practitioner	20	Coursework 40% Practical 60%	4	Core	Non-Condonable
ASTD27	Intermediate Care Assistant Practitioner	20	Coursework 40% Practical 60%	4	Core	Non-Condonable

Pathway	PSRB	Level 4 Modules	Level 5 Modules		
			Compulsory	Optional	Core
Specialist Skills for Professional Practice for the Assistant Practitioner		ASTC01 ASTC02 ASTC03 ASTC04 ASTC05 ASTC06	ASTD01 ASTD02 ASTD03	ASTD04 ; ASTD05 ;	ASTD25
Integrated Therapies Assistant Practitioner				ASTD04 ; ASTD05 ; ASTD06	ASTD07
Emergency Department Assistant Practitioner	RCN			ASTD04 ; ASTD05 ; ASTD06	ASTD08
Physiotherapy Assistant Practitioner	CSP			ASTD04 ; ASTD05 ; ASTD06	ASTD09
Occupational Therapy Assistant Practitioner				ASTD04 ; ASTD05 ; ASTD06	ASTD10
Speech and Language Therapy Assistant Practitioner	RCSLT			ASTD04 ; ASTD06	ASTD11
Community Nursing Assistant Practitioner	RCN			ASTD04 ; ASTD05 ; ASTD06	ASTD12
Critical Care Assistant Practitioner	RCB			ASTD04 ; ASTD05 ; ASTD06	ASTD14
Radiography Assistant Practitioner	COR			ASTD04 ; ASTD05 ; ASTD06	ASTD16
Perioperative Assistant Practitioner	CODP			ASTD04 ; ASTD05 ; ASTD06	ASTD17
Podiatry Assistant Practitioner	RCOP			ASTD04 ; ASTD05 ; ASTD06	ASTD19
Learning Disability Assistant Practitioner	RCN			ASTD04 ; ASTD05 ; ASTD06	ASTD20
Medical Imaging Assistant Practitioner				ASTD04 ; ASTD05 ; ASTD06	ASTD22
Nuclear Medicine and Radionuclide Imaging Assistant Practitioner				ASTD04 ; ASTD05 ; ASTD06	ASTD23
Enhanced Mental Health Practice for the Assistant Practitioner	RCN			ASTD04 ; ASTD05 ; ASTD06	ASTD26
Intermediate Care Assistant Practitioner	RCN			ASTD04 ; ASTD05 ; ASTD06	ASTD27

The table below shows the various 'threads' through the programme. These 'threads' provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The 'threads' act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

Threads Level 4

Module Code	Module Title	Thread
ASTC01	Foundations of Professional Practice	a, b, c, g
ASTC02	Introduction to Clinical Skills	b, e, f, g, h
ASTC03	Applied Anatomy and Physiology in Health and Disease	a, b, e, g
ASTC04	Practice Based Learning for Assistant Practitioners 1	a, b, c, e, f, g, h; j
ASTC05	Positive Mental Health, Wellbeing and Resilience	a, c, d, f
ASTC06	Communication and Working in Teams	a, c, f, i

Threads Level 5

Module Code	Module Title	Thread
ASTD02	Pathophysiology and Pharmacology for Assistant Practitioners	a, b, d, e
ASTD03	Research in Evidence Based Practice	a, g, h
ASTD01	Practice Based Learning for Assistant Practitioners 2	a, b, c, d, e, f, g, h, i, j
ASTD04	Long term Conditions: Care and Management for the Assistant Practitioner	a, b, c, d, e, f, g, h
ASTD05	Acute and Critical Illness Assistant Practitioner: Foundations for Practice for the Assistant Practitioner	a, b, c, d, e, f, g, h
ASTD06	Foundations of Mental Health Practice for the Assistant Practitioner	a, b, c, d, e, f, g, h
ASTD07	Integrated Therapies Assistant Practitioner	a, b, c, d, e, f, g, h; j
ASTD08	Emergency Department Assistant Practitioner	a, b, c, d, e, f, g, h, j
ASTD09	Physiotherapy Assistant Practitioner	a, b, c, d, e, f, g, h, j
ASTD10	Occupational Therapy Assistant Practitioner	a, b, c, d, e, f, g, h, j
ASTD11	Speech and Language Therapy Assistant Practitioner	a, b, c, d, e, f, g, h, j
ASTD12	Community Nursing Assistant Practitioner	a, b, c, d, e, f, g, h, j
ASTD14	Critical Care Assistant Practitioner	a, b, c, d, e, f, g, h, j
ASTD16	Radiography Assistant Practitioner	a, b, c, d, e, f, g, h, j
ASTD17	Perioperative Assistant Practitioner	a, b, c, d, e, f, g, h, j
ASTD19	Podiatry Assistant Practitioner	a, b, c, d, e, f, g, h, j
ASTD20	Learning Disability Assistant Practitioner	a, b, c, d, e, f, g, h, j
ASTD22	Medical Imaging Assistant Practitioner	a, b, c, d, e, f, g, h, j
ASTD23	Nuclear Medicine and Radionuclide Imaging Assistant Practitioner	a, b, c, d, e, f, g, h, j
ASTD25	Specialist Skills for Professional Practice for the Assistant Practitioner	a, b, c, d, e, f, g, h, j
ASTD26	Enhanced Mental Health Practice for the Assistant Practitioner	a, b, c, f, g, h, j
ASTD27	Intermediate Care Assistant Practitioner	b, c, f, g, h, i, j

a. Evidence Based Practice
b. Clinical Skills
c. Equality & Diversity
d. Public Health and Health Promotion
e. Health Physiology and Disease
f. Communication Skills, including effective inter disciplinary communication
g. Law and Ethics
h. Professional Development

i.   Leadership, inter disciplinary and inter agency working
        j.   Practice Based Learning

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)
N/A

12. Professional Advisory Group
A Practice Learning group has been formed with representatives from our Employer and Placement partners. The group will advise the Dean of School on all matters associated with programmes within the School of Health and Wellbeing strategic objectives in relation to practice learning, practical and practice teaching and practical and practice assessment, the operation and monitoring of these, and relevant external considerations

13. Academic Progression Opportunities
On successful completion of the foundation degree, successful graduates can progress onto further study at Marjon or other Higher Education Institutions. For those Assistant Practitioners who wish to progress into Registered Practice, the programme can offer Recognition of Prior Learning (RPL) into some Higher Education programmes aligned to professional registration.

Foundation Degree Pathway	Onward Progression Opportunity
FdSc Assistant Practitioner (Mental Health Assistant Practitioner)	BSc Pre Registration Nursing (Mental Health) Registered Nurse Degree Apprenticeship
FdSc Assistant Practitioner (Maternity Support Worker)	BSc Pre Registration Nursing (Child Health) BSc Pre Registration Midwifery Registered Nurse Degree Apprenticeship Midwifery Degree Apprenticeship
FdSc Assistant Practitioner (Integrated Therapies Assistant Practitioner)	BSc Pre Registration Physiotherapy Physiotherapist Degree Apprenticeship BSc Pre Registration Occupational Therapy Occupational Therapist Degree Apprenticeship BSc Pre Registration Speech and Language Therapy Speech and Language Therapist Degree Apprenticeship
FdSc Assistant Practitioner (Emergency Department Assistant Practitioner)	BSc Pre Registration Nursing (Adult) Registered Nurse Degree Apprenticeship
FdSc Assistant Practitioner (Physiotherapy Assistant Practitioner)	BSc Pre Registration Physiotherapy Physiotherapist Degree Apprenticeship
FdSc Assistant Practitioner (Occupational Therapy Assistant Practitioner)	BSc Pre Registration Occupational Therapy Occupational Therapist Degree Apprenticeship
FdSc Assistant Practitioner (Community Nursing Assistant Practitioner)	BSc Pre Registration Nursing (Adult) Registered Nurse Degree Apprenticeship
FdSc Assistant Practitioner (Intensive Care Assistant Practitioner)	BSc Pre Registration Nursing (Adult) Registered Nurse Degree Apprenticeship

FdSc Assistant Practitioner (Radiography Assistant Practitioner	BSc Pre Registration Diagnostic Radiography and Imaging
FdSc Assistant Practitioner (Perioperative Assistant Practitioner)	BSc Pre Registration Operating Department Practice
FdSc Assistant Practitioner (Podiatry Assistant Practitioner)	BSc Pre Registration Podiatry Podiatry Degree Apprenticeship
FdSc Assistant Practitioner (Learning Disability Assistant Practitioner)	BSc Pre Registration Nursing (Learning Disability) Registered Nurse Degree Apprenticeship
FdSc Assistant Practitioner (Medical Imaging Assistant Practitioner)	BSc Pre Registration Diagnostic Radiography and Imaging Diagnostic Radiographer Degree Apprenticeship
FdSc Assistant Practitioner (Nuclear Medicine and Radionuclide Imaging Assistant Practitioner)	BSc Healthcare Science (Nuclear Medicine) Practitioner Training Programme Healthcare Science Practitioner Degree Apprenticeship
FdSc Assistant Practitioner (Intermediate Care for Assistant Practitioners)	BSc Pre Registration Nursing (Adult) Registered Nurse Degree Apprenticeship BSc Pre Registration Physiotherapy BSc Pre Registration Occupational Therapy

14. Employability and Career Progression Opportunities

Individuals who are successful graduates from the foundation degree may apply for a band 4 role within the designated area of specialism as an 'Assistant Practitioner'. Following a period of agreed role consolidation which is usually equivalent to twelve months, individuals might be invited to apply for degree level apprenticeship opportunities which support their individual onward progression route, or they may choose to fund their own direct entry route. Examples of these include undergraduate pre-registration Nursing or Allied Health professions programmes.

Employability skills may include:
- **Active learning and reflective practice** – students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance.

- **Critical thinking and analysis**-students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion
- **Complex problem-solving**–students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real- world settings.
- **Leadership and social influence**-students are able to motivate others to act towards achieving a common goal
- **Emotional intelligence**–students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups
- **Reasoning, problem-solving and ideation**–students are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions
- **Systems analysis and evaluation** –students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way

Digital Skills:
- **ICT Proficiency and Productivity**–students are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software)
- **Digital Collaboration, Participation, Communication**–students are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g. using Google docs, group forums, social media, file sharing applications, Hub).
- **Digital Problem Solving, Creation & Development**–students are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help, TelKit, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).
- **Digital Security, Well-being and Identity**–students understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g. security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g. LinkedIn, Twitter).

15. Support for Students and for Student Learning
The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:
- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service

- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:
- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with students through on going and continuous dialogue and regular communication.

Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the Programme Voice Panel. In addition, final year students will be invited to participate in the National Student Survey (NSS).

17. Other Stakeholder Feedback

The programme has been co-designed and produced in partnership with various stakeholders which include practice learning partners and employer learning partners from across the health and care sector, including representation from the acute, community, primary, social and private, voluntary and independent sector. The voice of newly qualified assistant practitioners who have recently completed programmes with employers as well as that of those 'individuals who use services' was all importantly included in the scope and design of the programme.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.

The Clinical Education Team provide quality assurance through two-yearly Placement Education Audits and learner placement feedback, the results of which are shared with employers / practice partners.